



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2008  
Code: 11341349  
SAU: Portland Public Schools  
School: Peaks Island School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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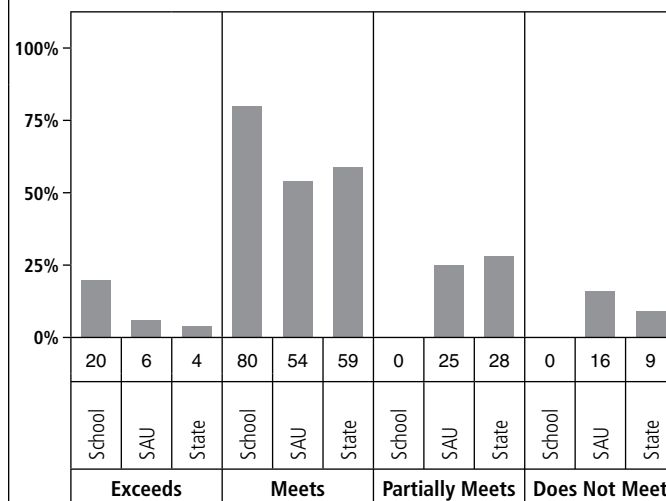
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 4  
SAU: Portland Public Schools  
School: Peaks Island School

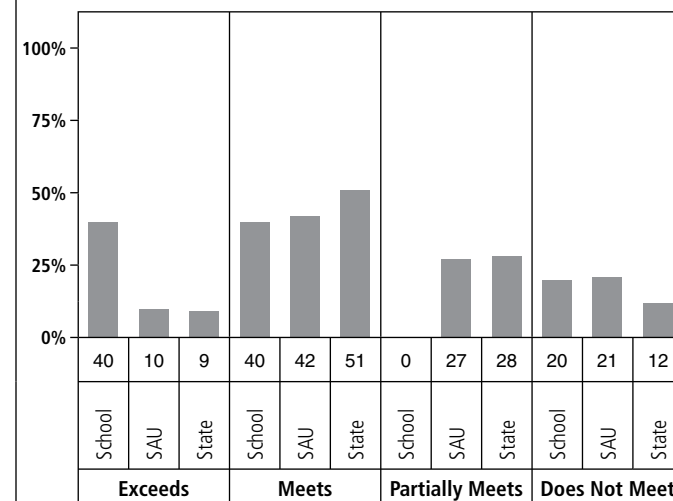
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	449	444	444
2006–2007	450	443	445
<b>2007–2008</b>	<b>450</b>	<b>443</b>	<b>445</b>
Cum. Avg. *	450	443	445
<b>Mathematics</b>			
2005–2006	454	444	444
2006–2007	447	442	445
<b>2007–2008</b>	<b>449</b>	<b>442</b>	<b>445</b>
Cum. Avg. *	450	443	445
<b>Science &amp; Technology</b>			
2005–2006	448	443	444
2006–2007	443	441	444
<b>2007–2008</b>	<b>450</b>	<b>441</b>	<b>444</b>
Cum. Avg. *	447	442	444

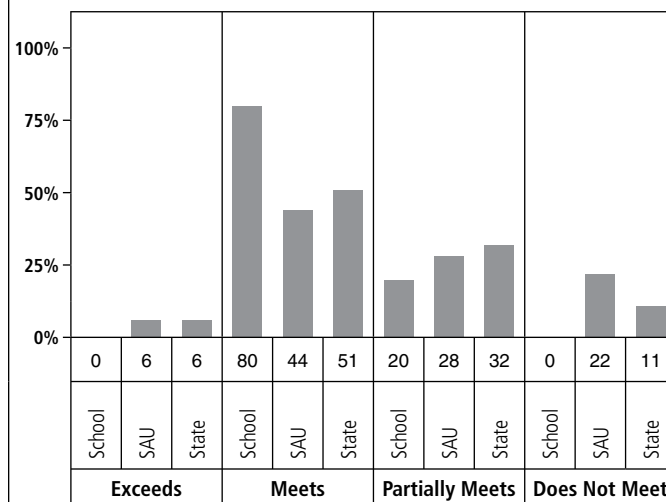
## ELA – READING



## MATHEMATICS



## SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 4  
 SAU: Portland Public Schools  
 School: Peaks Island School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	5	100	516	100	14207	100	5	100	509	99	14181	100	5	100	511	99	14123	100	5	100	508	98	14115	99						
Ethnicity African American/Black	1	20	96	19	390	3	1	100	94	98	388	99	1	100	96	100	388	99	1	100	94	98	386	99						
American Indian or Native Alaskan	0	0	1	0	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	56	11	263	2	0	0	56	100	259	98	0	0	56	100	262	100	0	0	56	100	262	100						
Hispanic	0	0	19	4	170	1	0	0	18	95	168	99	0	0	18	95	166	98	0	0	18	95	166	98						
Caucasian/White	4	80	344	67	13282	93	4	100	340	99	13264	100	4	100	340	99	13205	100	4	100	339	99	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	1	20	91	18	2524	18	1	100	90	99	2514	100	1	100	90	99	2498	99	1	100	88	97	2494	99						
Current LEP	0	0	129	25	385	3	0	0	126	98	377	98	0	0	129	100	383	99	0	0	126	98	380	99						
Economically disadvantaged	2	40	265	51	5587	39	2	100	259	98	5569	100	2	100	261	98	5538	99	2	100	258	97	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	5	100	324	63	10755	76	5	100	323	63	10730	76	5	100	323	63	10776	76						
Identified disability (PET/IEP)	1	20	9	3	375	3	1	20	9	3	374	3	1	20	9	3	384	4						
LEP	0	0	37	11	148	1	0	0	37	11	148	1	0	0	37	11	150	1						
504 plan	0	0	2	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
Participation with accommodations	0	0	182	35	3298	23	0	0	187	36	3267	23	0	0	185	36	3215	23						
Identified disability (PET/IEP)	0	0	80	44	2013	61	0	0	80	43	1998	61	0	0	79	43	1986	62						
LEP	0	0	86	47	225	7	0	0	91	49	233	7	0	0	89	48	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	0	0	26	14	1046	32	0	0	26	14	1023	31	0	0	27	15	987	31						
Participation through alternate assessment (PAAP)	0	0	1	0	126	1	0	0	1	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	0	0	124	100						
LEP	0	0	1	100	2	2	0	0	1	100	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	2	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	7	1	11	0	0	0	5	1	68	0	0	0	8	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Portland Public Schools  
School: Peaks Island School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	33	7	601	4
	2006-2007	1	17	15	3	507	4
	<b>2007-2008</b>	<b>1</b>	<b>20</b>	<b>28</b>	<b>6</b>	<b>559</b>	<b>4</b>
	Cum. Total*	2	12	76	5	1667	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	5	83	266	53	7910	57
	2006-2007	3	50	261	53	8749	63
	<b>2007-2008</b>	<b>4</b>	<b>80</b>	<b>271</b>	<b>54</b>	<b>8308</b>	<b>59</b>
	Cum. Total*	12	71	798	53	24967	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	0	0	120	24	3970	29
	2006-2007	1	17	148	30	3467	25
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>128</b>	<b>25</b>	<b>3922</b>	<b>28</b>
	Cum. Total*	1	6	396	26	11359	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	1	17	79	16	1421	10
	2006-2007	1	17	68	14	1165	8
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>79</b>	<b>16</b>	<b>1264</b>	<b>9</b>
	Cum. Total*	2	12	226	15	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	34.2	71.3	28.5	59.4	29.7	61.9
<b>Literary Text</b>	<b>24</b>	<b>50</b>	18.0	75.0	14.8	61.7	15.5	64.6
<b>Informational Text</b>	<b>24</b>	<b>50</b>	16.2	67.5	13.7	57.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Portland Public Schools  
 School: Peaks Island School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	5	1	20	4	80	0	0	0	0	450	506	6	54	25	16	443	14053	4	59	28	9	445
<b>Ethnicity</b>																						
African American/Black	1										91	1	24	37	37	434	384	1	36	35	28	438
American Indian or Native Alaskan	0										1					434	101	1	46	44	10	442
Asian or Pacific Islander	0										56	0	41	38	21	439	259	6	61	22	11	445
Hispanic	0										18	0	39	28	33	436	164	0	45	38	16	440
Caucasian/White	4										340	8	64	20	8	447	13144	4	60	28	8	445
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	1										89	0	28	42	30	435	2388	0	29	44	26	437
No	4										417	7	59	22	12	445	11665	5	65	25	6	446
<b>Current LEP</b>																						
Yes	0										123	0	26	37	37	434	373	1	32	35	32	436
No	5	1	20	4	80	0	0	0	0	450	383	7	62	22	9	446	13680	4	60	28	8	445
<b>Economically disadvantaged</b>																						
Yes	2										257	1	36	38	25	438	5502	1	47	37	14	441
No	3										249	10	72	12	6	449	8551	6	67	22	5	447
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	445
No	5	1	20	4	80	0	0	0	0	450	506	6	54	25	16	443	14048	4	59	28	9	445
<b>Gender</b>																						
Female	2										257	9	54	22	15	445	6959	5	61	26	8	446
Male	3										249	2	53	29	16	442	7093	3	57	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										214	0	42	32	26	439	1890	0	37	46	17	439
No	5	1	20	4	80	0	0	0	0	450	292	9	62	20	8	447	12163	5	63	25	8	446
<b>Gifted/talented program</b>																						
Yes	0										8	0	100	0	0	453	266	21	74	4	0	456
No	5	1	20	4	80	0	0	0	0	450	498	6	53	26	16	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Portland Public Schools

School: Peaks Island School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	7	40	53	428	5	1	42	36	21	440
B. less than one hour	80	1	25	3	75	0	0	0	0	451	68	5	55	25	15	444	74	4	62	27	7	445
C. one to two hours	20	0	0	1	100	0	0	0	0	448	27	8	60	23	9	446	18	5	59	29	7	446
D. more than two hours	0										2	0	17	50	33	431	2	3	32	34	31	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	0										22	5	61	19	15	446	30	6	63	24	7	446
B. They match some of what I have learned.	60	1	33	2	67	0	0	0	0	454	54	6	60	26	8	445	52	4	63	27	6	446
C. They match just a little of what I have learned.	20	0	0	1	100	0	0	0	0	442	16	4	36	33	27	439	12	2	46	37	15	441
D. There is no match.	20	0	0	1	100	0	0	0	0	448	8	3	28	26	44	434	5	0	33	40	26	437
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	0										36	8	58	22	12	446	35	7	66	20	6	448
B. good	100	1	20	4	80	0	0	0	0	450	52	5	55	26	14	444	51	3	60	29	7	445
C. fair	0										12	2	38	32	28	438	12	1	44	40	16	440
D. poor	0										1	0	0	50	50	424	2	0	23	47	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	0										19	3	29	30	38	435	19	2	46	34	17	442
B. about the same as my regular schoolwork	80	0	0	4	100	0	0	0	0	447	64	6	63	22	9	446	62	5	64	26	5	446
C. easier than my regular schoolwork	20	1	100	0	0	0	0	0	0	466	17	5	50	32	13	443	18	3	58	29	10	444
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	0										18	0	19	34	47	432	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	40	0	0	2	100	0	0	0	0	448	50	5	59	26	10	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	60	1	33	2	67	0	0	0	0	452	32	10	66	19	5	449	33	7	68	20	5	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	0										18	7	59	23	11	446	18	7	64	22	7	447
B. 20 minutes to an hour	60	1	33	2	67	0	0	0	0	456	60	6	58	25	10	445	55	4	64	26	6	446
C. less than 20 minutes	40	0	0	2	100	0	0	0	0	442	12	3	36	17	44	436	14	2	53	33	12	443
D. I rarely read at home.	0										10	2	39	41	18	439	13	1	44	39	16	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	0										16	6	36	36	22	441	23	3	50	34	13	442
B. six to ten pages	0										20	3	54	18	26	441	25	3	60	29	8	444
C. eleven or more pages	100	1	20	4	80	0	0	0	0	450	64	6	59	26	9	446	52	5	64	24	6	446
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	0	100	421						
B.	0										33	0	0	75	25	432						
C.	0										8	0	0	100	0	432						
D.	0										25	33	0	0	67	432						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Portland Public Schools  
School: Peaks Island School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	2	33	50	10	1294	9
	2006-2007	1	17	41	8	1054	8
	<b>2007-2008</b>	<b>2</b>	<b>40</b>	<b>50</b>	<b>10</b>	<b>1321</b>	<b>9</b>
	Cum. Total*	5	29	141	9	3669	9
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	3	50	243	48	7000	50
	2006-2007	3	50	222	45	7394	53
	<b>2007-2008</b>	<b>2</b>	<b>40</b>	<b>214</b>	<b>42</b>	<b>7079</b>	<b>51</b>
	Cum. Total*	8	47	679	45	21473	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	0	0	122	24	3784	27
	2006-2007	2	33	142	29	3729	27
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>137</b>	<b>27</b>	<b>3955</b>	<b>28</b>
	Cum. Total*	2	12	401	27	11468	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	1	17	87	17	1894	14
	2006-2007	0	0	93	19	1735	12
	<b>2007-2008</b>	<b>1</b>	<b>20</b>	<b>109</b>	<b>21</b>	<b>1642</b>	<b>12</b>
	Cum. Total*	2	12	289	19	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.8	72.0	8.6	57.3	9.5	63.3
Cluster 2: Shape and Size	14	29	9.8	70.0	8.5	60.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.8	76.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	14	29	9.4	67.1	9.3	66.4	9.7	69.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Portland Public Schools  
 School: Peaks Island School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	5	2	40	2	40	0	0	1	20	449	510	10	42	27	21	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	1										95	2	19	25	54	429	386	4	26	34	36	434
American Indian or Native Alaskan	0										1					101	3	46	41	11	442	
Asian or Pacific Islander	0										56	4	43	30	23	440	262	14	51	23	12	447
Hispanic	0										18	6	17	39	39	433	162	4	41	34	21	440
Caucasian/White	4										340	13	49	26	11	446	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	1										89	0	20	35	45	431	2372	3	31	36	30	436
No	4										421	12	47	25	16	444	11625	11	54	27	8	447
Current LEP																						
Yes	0										128	3	23	30	44	432	381	4	33	28	35	435
No	5	2	40	2	40	0	0	1	20	449	382	12	48	26	14	445	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	2										260	5	29	31	35	435	5472	5	41	35	19	440
No	3										250	15	56	22	7	449	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	5	2	40	2	40	0	0	1	20	449	510	10	42	27	21	442	13992	9	51	28	12	445
Gender																						
Female	2										259	10	40	29	21	442	6933	9	50	29	12	445
Male	3										251	10	44	25	22	442	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										219	5	29	33	33	436	1890	2	34	41	23	438
No	5	2	40	2	40	0	0	1	20	449	291	13	52	22	13	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										8	75	25	0	0	467	266	45	49	5	0	461
No	5	2	40	2	40	0	0	1	20	449	502	9	42	27	22	441	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 4  
SAU: Portland Public Schools  
School: Peaks Island School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	7	29	64	425	5	6	34	33	27	438
B. less than one hour	80	2	50	1	25	0	0	1	25	448	68	11	42	26	21	442	74	10	52	28	10	446
C. one to two hours	20	0	0	1	100	0	0	0	0	454	27	7	48	30	14	444	18	10	52	28	10	446
D. more than two hours	0										2	8	17	25	50	433	2	5	33	28	34	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	0										34	14	53	23	11	447	38	13	56	23	8	448
B. They match some of what I have learned.	80	2	50	2	50	0	0	0	0	457	47	11	42	30	17	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	20	0	0	0	0	0	0	1	100	416	14	3	26	28	43	432	10	4	35	39	22	439
D. There is no match.	0										5	0	8	33	58	426	4	2	25	33	40	433
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	20	0	0	0	0	0	0	1	100	416	34	17	47	18	18	446	35	16	55	20	8	449
B. good	80	2	50	2	50	0	0	0	0	457	51	8	42	31	19	442	48	7	52	31	11	445
C. fair	0										12	2	36	32	31	437	14	3	41	38	18	440
D. poor	0										3	0	19	44	38	431	3	1	29	36	34	435
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	0										19	3	17	23	57	428	15	4	38	33	25	439
B. about the same as my regular schoolwork	80	1	25	2	50	0	0	1	25	445	64	11	46	32	11	445	64	10	54	28	9	446
C. easier than my regular schoolwork	20	1	100	0	0	0	0	0	0	464	17	14	52	18	16	445	21	13	52	24	11	447
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	60	0	0	2	67	0	0	1	33	439	20	5	29	38	28	437	23	8	47	29	16	443
B. two or three days a week	40	2	100	0	0	0	0	0	0	464	33	12	45	25	18	443	36	11	54	27	9	447
C. two or three times each month	0										26	12	47	23	18	445	25	10	53	27	10	446
D. never or almost never	0										21	9	45	26	20	442	16	9	46	32	13	444
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										5	4	8	19	69	425	5	3	30	33	33	436
B. two or three days a week	100	2	40	2	40	0	0	1	20	449	21	13	35	30	22	442	19	8	50	30	12	445
C. two or three times each month	0										33	11	49	28	12	446	38	11	55	26	8	447
D. never or almost never	0										41	8	45	27	21	441	38	9	50	29	12	445
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										7	0	33	36	31	435	8	3	33	38	25	438
B. 30–45 minutes	0										27	9	41	29	21	442	27	6	48	33	13	443
C. 45–60 minutes	100	2	40	2	40	0	0	1	20	449	45	14	40	26	20	443	38	11	54	26	9	447
D. more than 60 minutes	0										21	6	51	24	19	442	26	13	55	23	9	448
<b>Optional school/SAU question</b>																						
A.	0										36	0	0	25	75	411						
B.	0										36	0	0	50	50	426						
C.	0										9	0	0	0	100	428						
D.	0										18	50	0	0	50	435						

# SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008  
Grade: 4  
SAU: Portland Public Schools  
School: Peaks Island School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	0	0	30	6	751	5
	2006-2007	0	0	32	6	963	7
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>6</b>	<b>882</b>	<b>6</b>
	Cum. Total*	0	0	93	6	2596	6
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	5	83	241	48	7251	52
	2006-2007	4	67	210	43	6824	49
	<b>2007-2008</b>	<b>4</b>	<b>80</b>	<b>224</b>	<b>44</b>	<b>7130</b>	<b>51</b>
	Cum. Total*	13	76	675	45	21205	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	0	0	157	31	4514	32
	2006-2007	1	17	162	33	4382	32
	<b>2007-2008</b>	<b>1</b>	<b>20</b>	<b>141</b>	<b>28</b>	<b>4433</b>	<b>32</b>
	Cum. Total*	2	12	460	31	13329	32
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	1	17	74	15	1458	10
	2006-2007	1	17	90	18	1735	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>112</b>	<b>22</b>	<b>1546</b>	<b>11</b>
	Cum. Total*	2	12	276	18	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.4	70.0	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	8.4	70.0	6.6	55.0	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	9.0	75.0	6.9	57.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.6	71.7	7.3	60.8	7.6	63.3

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 4  
 SAU: Portland Public Schools  
 School: Peaks Island School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	5	0	0	4	80	1	20	0	0	450	508	6	44	28	22	441	13991	6	51	32	11	444
<b>Ethnicity</b>																						
African American/Black	1										94	0	15	34	51	430	385	2	27	35	36	434
American Indian or Native Alaskan	0										1					430	101	3	44	44	10	441
Asian or Pacific Islander	0										56	0	34	36	30	436	262	5	52	28	14	443
Hispanic	0										18	0	22	39	39	435	162	2	38	39	21	439
Caucasian/White	4										339	9	55	24	12	445	13080	7	52	31	10	444
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	1										88	1	27	32	40	433	2370	2	32	41	25	437
No	4										420	7	48	27	18	443	11621	7	55	30	8	445
<b>Current LEP</b>																						
Yes	0										126	0	18	34	48	431	379	1	25	35	39	433
No	5	0	0	4	80	1	20	0	0	450	382	8	53	26	14	444	13612	6	52	32	10	444
<b>Economically disadvantaged</b>																						
Yes	2										258	2	26	35	37	435	5470	3	41	39	18	440
No	3										250	10	62	20	7	448	8521	9	57	27	7	446
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	443
No	5	0	0	4	80	1	20	0	0	450	508	6	44	28	22	441	13986	6	51	32	11	444
<b>Gender</b>																						
Female	2										258	6	41	31	22	441	6929	6	49	33	12	443
Male	3										250	6	47	24	22	441	7061	7	53	30	10	444
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	0										216	0	31	33	36	435	1888	1	32	44	23	437
No	5	0	0	4	80	1	20	0	0	450	292	10	54	24	12	445	12103	7	54	30	9	445
<b>Gifted/talented program</b>																						
Yes	0										8	25	75	0	0	460	266	30	65	5	1	457
No	5	0	0	4	80	1	20	0	0	450	500	6	44	28	22	441	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 4

SAU: Portland Public Schools

School: Peaks Island School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										3	0	7	33	60	424	5	4	37	36	22	439
B. less than one hour	80	0	0	3	75	1	25	0	0	451	68	6	45	29	20	442	74	6	53	31	10	444
C. one to two hours	20	0	0	1	100	0	0	0	0	446	27	7	50	25	19	443	18	7	52	32	8	445
D. more than two hours	0										2	0	25	17	58	431	2	4	31	33	32	437
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	0										18	8	52	21	20	443	24	9	53	28	10	446
B. They match some of what I have learned.	0										48	7	49	29	15	443	49	6	54	31	9	445
C. They match just a little of what I have learned.	80	0	0	3	75	1	25	0	0	451	28	5	33	29	33	437	21	4	47	36	13	442
D. There is no match.	20	0	0	1	100	0	0	0	0	446	6	0	38	31	31	436	6	2	35	37	25	438
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	40	0	0	1	50	1	50	0	0	447	22	7	47	19	26	440	25	9	53	27	10	446
B. good	40	0	0	2	100	0	0	0	0	452	54	7	48	26	19	443	54	6	55	30	9	445
C. fair	20	0	0	1	100	0	0	0	0	452	22	3	39	38	21	439	19	3	43	40	15	441
D. poor	0										2	9	0	45	45	431	3	2	28	42	29	435
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	0										24	6	28	28	39	436	22	5	45	35	15	442
B. about the same as my regular schoolwork	60	0	0	3	100	0	0	0	0	452	63	6	49	30	15	443	62	7	53	31	9	445
C. easier than my regular schoolwork	40	0	0	1	50	1	50	0	0	447	13	6	54	16	24	443	16	7	52	28	13	444
<b>How often do you have science classes?</b>																						
A. every day	0										13	6	42	23	28	441	24	7	48	33	12	444
B. a few times a week	40	0	0	2	100	0	0	0	0	457	53	5	48	27	20	442	53	7	54	31	9	445
C. once a week	0										13	9	42	30	19	442	9	6	46	33	15	442
D. a few times a month	60	0	0	2	67	1	33	0	0	445	20	7	40	29	24	440	14	5	50	31	14	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	20	0	0	1	100	0	0	0	0	456	14	4	33	29	33	437	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	40	0	0	2	100	0	0	0	0	449	39	4	45	31	21	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	0										17	10	47	23	20	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	40	0	0	1	50	1	50	0	0	448	30	8	48	25	19	442	22	9	55	26	9	446
<b>Optional school/SAU question</b>																						
A.	0										33	0	0	0	100	410						
B.	0										33	0	0	75	25	426						
C.	0										8	0	0	0	100	420						
D.	0										25	33	0	0	67	427						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number